DOCUMENT RESUME

ED 239 937 SO 015 134

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TITLE Using Social Studies Skill Lessons to Teach Economic Concepts and Economic Analysis.
INSTITUTION Robbinsdale Independent School District 281, Minn.
PUB DATE 80
NOTE 37p.; Paper prepared at Hosterman Junior High School for the International Paper Company Foundation's 19th Annual National Awards Program for the Teaching of Economics (1980-1981).
AVAILABLE FROM National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 (free).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Awards; Concept Teaching; *Economics Education; Grade 9; Junior High Schools; Learning Activities; Library Skills; Program Descriptions; *Skill Development; *Social Studies; Teacher Developed Materials; Units of Study

ABSTRACT

Lessons from a ninth-grade course which integrates social studies skills development and economic concept teaching are outlined. An overview describes the content of the year-long course and the skill objectives. Course content is divided into three sections: a basic introduction to economics, student interest topics such as the economics of crime and consumer economics, and a simulation of an economic community. Skills developed in the course are related to: textbooks, "Reader's Guide to Periodical Literature," card catalogs, encyclopedias, charts, graphs, tables, editorial cartoons, fact and opinion, bias, time lines, and source reliability. Following a chart which tags economic concepts to activities and skills lessons, lessons are described in greater detail. The appendix contains the following sample lessons: use of economic cartoons to understand symbols and opinions; examination of circle graphs of energy production and consumption; use of the encyclopedia to study the industrial revolution; and location of information on inflation, energy, and unemployment through the "Reader's Guide." Also included is a test of junior high school level economic understanding. (LP)

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Using Social Studies Skill Lessons to Teach Economic Concepts and Economic Analysis

SO 015 134

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Using Social Studies Skill Lessons
to Teach Economic Concepts and Economic Analysis

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A. Sample Skill Lessons

Economic Cartoons Lesson I, III: Symbols and Inflation

The Circle Graph Lesson II: Energy Production/Consumption

Encyclopedia Lesson I: Industrial Revolution

Readers' Guide Lesson III: Inflation, Energy, Unemployment

B. Junior High Test of Economic Understanding

General Introduction

Economics is the ninth grade social studies course taught in my school district. At XXX Junior High we have divided the year into three sections. The first section lasts fourteen weeks and is a basic introduction to economic concepts and generalizations. We assume that our students have no formal economic knowledge. We begin the year by developing an economic vocabulary and an understanding of basic economic concepts. Concepts stressed during the first fourteen weeks are:

- Productive Resources
  - Land
  - Labor
  - Capital
- Economic Wants
- Scarcity
- Opportunity Cost/ Trade Off
- Goods
- Services
- Economic Questions (What, How, For Whom)
- Market
- Competition
- Supply
- Demand
- Price
- Economic Systems (Traditional, Command, Market)
- Producer
- Consumer
- Profit/Profit Motive
- Economic Growth
- Incentives
- Productivity
- Inflation
- Unemployment
- G.N.P.
- Money
- Recession/Depression
- Specialization
- Division of Labor
- Interdependence
- Government Regulations

Section two lasts twelve weeks and is a series of four-week elective units which relate the economic concepts developed in section one to areas of current interest. All elective topics are selected because they: 1) present an issue over which there is spirited public debate, 2) involve a topic where economic analysis is important in making wise public decisions and 3) deal with a topic of interest to ninth grade students. Over the past years, topics have included The Economics of Crime; Pollution and the Environment; Labor-Management Relations and Collective Bargaining; Teenage Unemployment

and Economic Opportunities; and The Energy Crisis, Is It For Real?. Topics are examined from the economist's cost/benefit analysis approach.

Section three examines personal economic decision making and skill development. In this ten-week unit, students are involved in a complicated simulation game developed by the author. Students plan a community in the ninth grade that allows them to start businesses, apply for jobs, open savings and checking accounts, purchase real estate, obtain loans for homes, autos and other needs, budget their income, purchase stocks and other investments, write checks, and pay their bills.

Activities, simulations and entire units developed at XXX Junior High have been distributed throughout the school district, state and even nationally as examples of how to teach economic concepts in an interesting and yet intellectually sound way to junior high school students. In total, the ninth grade economics course I have described meets four rather broad yearly objectives.

1. To develop an economic vocabulary and understanding of basic economic concepts and economic systems.
2. To give students the opportunity to analyze social issues using the economist's cost/benefit approach.
3. To develop economic decision making and personal economic skills.
4. To foster the attitude of personal economic efficacy in each student.

Yearly Outline

Section I (14 weeks)	Section II (12 weeks)	Section III (10 weeks)
Basic Introduction to economic concepts and generalizations	Economic Electives	Community Economic Simulation
Objective: Develop an economic vocabulary and understanding of economic systems	Objectives: Cost/Benefit Analysis of Public Issues Apply economic concepts developed in section one	Objectives: Personal Economic Decision Making and Skills Personal Economic Efficacy
Units: Introduction to Basic Concepts Economic Systems Mixed Market Economy of USA	Units: Economics of Crime Labor/Management Energy Crisis; Is It For Real?	Units: Community Simulation Money, Banking and the Federal Reserve System

District-wide pre and post testing of economic concepts in the seventh and ninth grades has shown that the ninth grade curriculum is successful in developing economic understandings in students. Test scores average 36% correct in the seventh grade and 83% correct in the ninth.

The Problem

My school district has developed broad social studies objectives that fall into the two categories of 1) concept development and 2) social studies skills. Both categories are pre and post tested in the seventh and ninth grade. As mentioned, the economics course at XXX Junior High has been a success in teaching economic concepts as measured by both district testing and by public acceptance and dissemination of the materials.

Traditionally, social studies skills have been developed in a haphazard way in the ninth grade. Skill lessons were introduced as separate activities or units into the economics curriculum. Some teachers and some years saw more emphasis on skills development. Other years saw very little emphasis on skills in ninth grade economics classes.

The identified need at XXX Junior High was to develop a battery of skill

lessons for use in ninth grade economics. The skill lessons would focus on economic topics and integrate into the existing economics curriculum. They would be used to develop not only social studies skills but also to develop and to reinforce economic concepts. The skill lessons would not be viewed as separate from the basic economics curriculum as in the past.

A review of existing skills lessons in the district found very few activities that would 1) develop social studies skills and 2) develop and/or reinforce economic concepts at the same time.

The challenge was to develop skill lessons that could be used as part of the existing economic curriculum in as many classrooms as possible. The author felt that most of the skill lessons should focus on a single economic concept or topic. The narrow concept focus of each lesson would facilitate the use of each skill lesson by many teachers. The lessons would also remain useful as curriculum was modified from year to year.

Teachers would have a folder of skill lessons catalogued by both the social studies skill to be developed and by the economic topic(s) in each lesson. For example, as a teacher reached a point in the curriculum where inflation was discussed, they could select the skill lessons which have inflation as their content. In total, as a teacher developed the basic economics vocabulary in section one, a planned sequence of skill lessons would be used. By the end of the first eighteen weeks, students would have had the opportunity to increase their economic understanding and review social studies skills in more than a haphazard way.

Social Studies Skills

The social studies skills that are pre and post tested at XXX Junior High as identified in XXX School District are:

1. Use of Textbook
   Use of Table of Contents
   Use of Index
   Use of the Glossary

2. Use of the Readers' Guide to Periodical Literature
3. Use of the Card Catalog
4. Use of the Encyclopedia
5. Charts and Tables
6. Graphs
   - Line Graph
   - Circle Graph
   - Bar Graph
7. Editorial Cartoons
8. Fact/Opinion
9. Bias/Unbiased
10. Recognizing point of Agreement and Disagreement
11. Using Time Lines
12. Evaluating the Reliability of Sources

Lessons needed to be written that would allow students to learn and practice each skill as well as develop economic understandings. The author felt that at least two economic topics should be developed for each skill. In this way, the skills could be practiced at least twice during the first eighteen weeks.

Objectives

It is hypothesized that the use of new social studies skill lessons which reinforce economic topics will have positive benefits in the following areas:

1. Students will show an increase in their economic knowledge as measured by district-wide pre and post testing.
2. Students will show an increase in their social studies skills competency as measured by district-wide pre and post testing.
3. Students will be better able to use social studies skills to critically analyze and evaluate a wide range of materials with economic content. (Skill lessons will use excerpts from local

newspapers, magazines, texts, movies, radio, editorial cartoons and other publications.)

4. Students will be helped in developing the general economics objectives of a) developing an economics vocabulary and b) using the economist's cost/benefit analysis approach.

Scope and Sequence

Over the course of the past year, forty-eight skill lessons were developed by the author. Some of the lessons worked well. Others require revision. Revision of lessons will begin this summer and the revised lessons piloted this fall. The entire package of forty-eight economic skill lessons is approximately two hundred pages in length. To illustrate how the materials are sequenced and integrate into the existing economic curriculum, I have written an outline of the first eighteen weeks of the school year. The outline includes the economics concepts emphasized in each unit, key instructional activities and suggested skill lesson placement.

	Economic Concepts Introduced and/or Developed	Key Activities	Skills Lessons
INTRODUCTORY CONCEPTS TRADITIONAL ECONOMIC SYSTEM 4 WEEKS	Economic Wants Productive Resources Land Labor Capital Scarcity Opportunity Cost (Trade Offs) Distribution Systems Traditional Economies Economic Questions What How For Whom Interdependence	Texts: Primero Dinero Economics For Everybody, Antell & Harris Films & Filmstrips: Walt Disney Economic Concept Series Project Business Speakers through Junior Achievement Simulations: Seal Hunting (distribution) **How to Use Your Resources (opportunity cost)	*Table of Contents Lessons I, II: Texts Economics for Everybody & What Citizens Need to Know About Economics *Index Lesson I, II: Excerpts from Economics Texts *Glossary Lesson I: Excerpts of Economics Terms *Readers' Guide to Periodical Literature Lesson III: Energy Supplies The Circle Graph Lesson I, II, III, IV: World and U.S. Energy Resource Production and Consumption Bias/Unbiased Lesson I: Pollution and Energy Resources
COMMAND ECONOMY 3 WEEKS	Distribution Systems Command Economy Central Planning Economic Questions What How For Whom Goods/Services Producer Consumer Economic Growth Incentives Divison of Labor	Films & Filmstrips: Animal Farm The Industrial Revolution Simulations: **Command Economy Game developed by author	Bar Graph Lesson I: World Inflation Rates *Economic Cartoons Lesson I, V: World and U.S. Resource Scarcity *Economic Cartoons Lesson VI: Environment vs. Energy Production Fact/Opinion Lesson I: Economic Systems Compared Biased/Unbiased Lesson II: Economic Systems Compared

MARKET ECONOMY SYSTEM

7 WEEKS

Economic Concepts Introduced and/or Developed

Mixed Market Economy

Market

Competition

Supply

Demand

Price

Profit/Profit Motive (incentive)

Economic Growth

Government Regulations

Specialization

Money

GNP

Inflation

Unemployment

Recession/Depression

Investment

Taxes

Key Activities

Text:
Economics for Everybody

Film & Filmstrips:
Kingdom of Mocha
Mrs. Peabody's Beach

Project Business Speakers through Junior Achievement

Simulations:
**"The U.S. Mixed Market Economy"
New City Telephone Company Simulation--extensively modified for use in ninth grade

Skills Lessons

*Encyclopedia Lesson I: Economic Growth and the Industrial Revolution

Agreement/Disagreement Lesson I: Minimum Wage (Supply & Demand)

The Line Graph Lessons I, II, III, IV: U.S. Inflation 1900-Future

*Economic Cartoons Lessons II, III: Inflation

Charts and Tables Lessons I, II, III: Unemployment Data

Agreement/Disagreement Lesson II: Government Regulations

Reliability of Sources: Lesson I: Government Spending Priorities

*Glossary Lesson II: Stock Market Terms

*Readers' Guide to Periodical Literature Lessons I, II, III: Selected topics can vary; can include Inflation, Unemployment

Biased/Unbiased Lesson III: Taxes

LABOR-MANAGEMENT

4 WEEKS

Economic Concepts Introduced and/or Developed	Key Activities	Skills Lessons
Productivity	Readings: Material from the Minneapolis Newspaper Strike	*Card Catalog Lessons I, II, III: Personal Finances and the Great Depression
Recession/ Unemployment	Films & Filmstrips: "The Inheritance" "Strike In Town"	Biased/Unbiased Lesson IV: Attitudes Toward Big Business
Seniority	Discussions/Group Activities: Case Study: Minneapolis Newspaper Strike Case Study: Snowmobile Industry	Reliability of Sources Lesson II: Collective Bargaining
Collective Bargarining	Simulations: **Collective Bargaining Simulation developed by author	*Encyclopedia Lesson II: Events in Labor History
Union		*Economic Cartoons Lesson IV: The Auto Industry
Compromise		Fact/Opinion Lesson II: Collective Bargaining and Strikes
Automation		Time Lines Lessons I, II: Events in U.S. Labor History
Recession/Depression		

*Most of the Skill Lessons were designed so that there is flexibility of economic content. Those Skill Lessons with an asterisk are especially easy for the instructor to modify with other topics or more recent information.

**These simulations are not commercially available as they were developed by the author.

Description of Skill Lessons With Economic Content

The length of time required for each skill lesson varies greatly. For example, each economic cartoon skill lesson can be completed and discussed in fifteen minutes. Readers' Guide skill lessons may each take two to four class periods.

Lesson I of each type of social studies skill contains brief introductory information about the skill and how the skill can be helpful in evaluating information and making sound economic decisions. The introductions are brief and it is expected that the teacher will expand the introduction according to the needs of individual classes. Where a specific skill is used in many places with many economic topics (for example, Understanding Bar Graphs) the instructor may need to review the introduction to make sure all students understand the skill.

The skill lessons with economic content are not designed to be used alone to teach an economic concept. It is assumed that teachers will modify, clarify and discuss each lesson in a way that best fits their students, curriculum, and teaching style. Each skill lesson was planned to supplement the existing textbook, films, readings, simulations and other activities. To illustrate, the concept of inflation is used in the skill lessons:

Bar Graph Lesson I: World Inflation Rates

Bar Graph Lessons II, III, IV, V: U. S. Inflation

Readers' Guide to Periodical Literature Lessons I, II: Selected Articles

Card Catalog Lesson III: Selected Books

Economic Cartoons Lessons II, III: Inflation and the Consumer

These skill lessons supplement the basic curriculum which has included:

1. Case studies of inflation in other countries
2. Textbook chapters from Economics for Everybody, Antell & Harris

and What Citizens Need to Know About Economics, U.S. News & World Report

3. Teacher developed reading, "Inflation in the Mythical Land of Oz"
4. Film, "Inflation"
5. Simulation, "The Inflation Game", developed by the author to supplement the reading on "Inflation in Oz"
6. "How Your Neighbors Are Beating Inflation", U.S. News & World Report, May 18, 1981
7. "Is There Any Way to Lick Inflation?" U.S. News & World Report, March 10, 1980
8. "How Has Inflation Affected Your Family" Survey

It is not expected that each teacher will use every possible skill lesson or every available activity. The economic topic skill lessons do provide an alternative teaching strategy that provides a change of pace for most classrooms and maximizes learning in both the content and skill areas.

Evaluation

District testing is supplemented by the more comprehensive Junior High School Test of Economics, published by the Joint Council on Economic Education. The test consists of 48 multiple choice questions. The test is only used as a post test. The test does contain some questions which are not directly taught during the first fourteen-week unit. For example, taxes, fiscal policy, unions and tariffs are not developed until later units in the year. This past year 17% of the ninth grade students in three classes scored 90% or better; 49% scored 80% or better. (Accurate assessment of each student's economic knowledge is complicated because both the district concept test and the Junior High School Test of Economics require a higher reading ability than many of our junior high school students have.) Next year, after the revised economic topic skill lessons have been used in a more sequenced and

consistent way, the students will be tested again to see if there is any general improvement. Although I have no hard data, students did better on specific questions on the test this year that related to the topics of Inflation and GNP. Both topics were highlighted in specific skill lessons.

As mentioned earlier, all seventh grade students are pre-tested in social studies skills and social studies content. They are post-tested in the ninth grade. Testing shows that the current economics curriculum is effective in developing the concepts on the district test.

APPENDIX A

Sample Skill Lessons With Economic Content

Forty-eight skill lessons were developed. There are two to six lessons per skill. Each skill lesson focuses on a single economic topic or economic concept. By having at least two lessons per skill, at least two economic concepts could be developed per skill. This increases the number of economic topics that can be taught through the use of skill lessons and it gives students at least two opportunities during the first eighteen weeks to practice the skill.

Six of the 48 skill lessons from 5 of the 12 skill areas are provided in Appendix A. Lesson I for each skill contains a brief introduction to the skill and illustrates how the skill is useful in economic analysis. Lessons II, III and IV for each skill have the student use the social studies skills to analyze or obtain information on a wide variety of economic topics and concepts. It is suggested that teachers bring in current samples of materials to illustrate how the skill is important to economic decision making and to critical thinking. The editorial page of the newspaper is a good source of updated economics material that can be critically analyzed by using social studies skills.

Additional skill lessons can be obtained by the judges if desired. The six sample skill lessons included are:

1. Recognizing Points of Agreement and Disagreement: Introduction and Minimum Wage

2-3. Economic Cartoons: Symbols and Inflation

4. The Circle Graph: Energy Production/Consumption

5. Encyclopedia: Industrial Revolution

6. Readers' Guide: Inflation, Unemployment

Recognizing Points of Agreement and Disagreement: Introduction and Minimum Wage

It is sometimes difficult to know what to believe. Your social studies teacher may have told you he believes there is an energy crisis. The announcer on the six o'clock news may have said the United States has enough coal to meet her energy needs for five hundred years. Who is right? Are they both right? Are they both wrong? How do you know?

It is virtually impossible for you to research in depth every important social issue. Yet you will be called upon to make decisions about many economic issues. How can you decide which "expert" to believe, if you cannot research every topic yourself?

Candidate X promises to provide more public services. Candidate Z promises to cut taxes. Which candidate is best? If you listened to speeches by Candidates X and Z you might find that they agreed on many facts and opinions. If you knew where the candidates agreed it would give you a broader base of knowledge upon which to decide which candidate, in your opinion, had the best program.

> A word of caution: Just because two or more people agree on something does not make it true. It wasn't that long ago most people felt that the world was flat. Some people still do!

In this lesson you will read two author's arguments about Minimum Wage Laws. One author favors a lower minimum wage for teenagers than for adults. One author is against the idea. Read both viewpoints.

Do you favor or oppose creating a lower minimum wage for teenagers?

Favor

Teenage unemployment is as high as 40% in some areas. Unemployed teenagers are more likely to turn to crime and to other socially unacceptable activities.

Employers will not pay employees more than they are worth. Teenagers often lack skills and experience and are not worth the minimum wage. A lower minimum wage for teenagers gives them a dollar value closer to their economic worth.

Other approaches to teenage unemployment have not worked. If the minimum wage for youth went down, so would teenage unemployment.

Oppose

Unemployment among all segments of society is a serious problem. A lower minimum wage for teenagers would mean that many jobs held by older workers, with families to support, would go to teenagers. This is not fair to older workers. We should consider the cost of welfare, child support and other social programs these new, unemployed older workers would require.

The current minimum wage is not enough to live on--even for teenagers. Also, why should teenagers make less money for doing the same jobs as adults?

There are many good programs targeted to youth unemployment. We should expand these options.

Listed below are statements about a lower minimum wage for teenagers. If both authors agree with the statement write Agree in the space provided. If the authors disagree write Disagree next to the statement.

_____1. A lower minimum wage for teenagers would produce more jobs for teenagers.

_____2. The economic cost of youth unemployment is higher than the economic cost of adult unemployment.

_____3. Teenage unemployment is a serious social problem.

_____4. There are many successful programs to reduce youth unemployment.

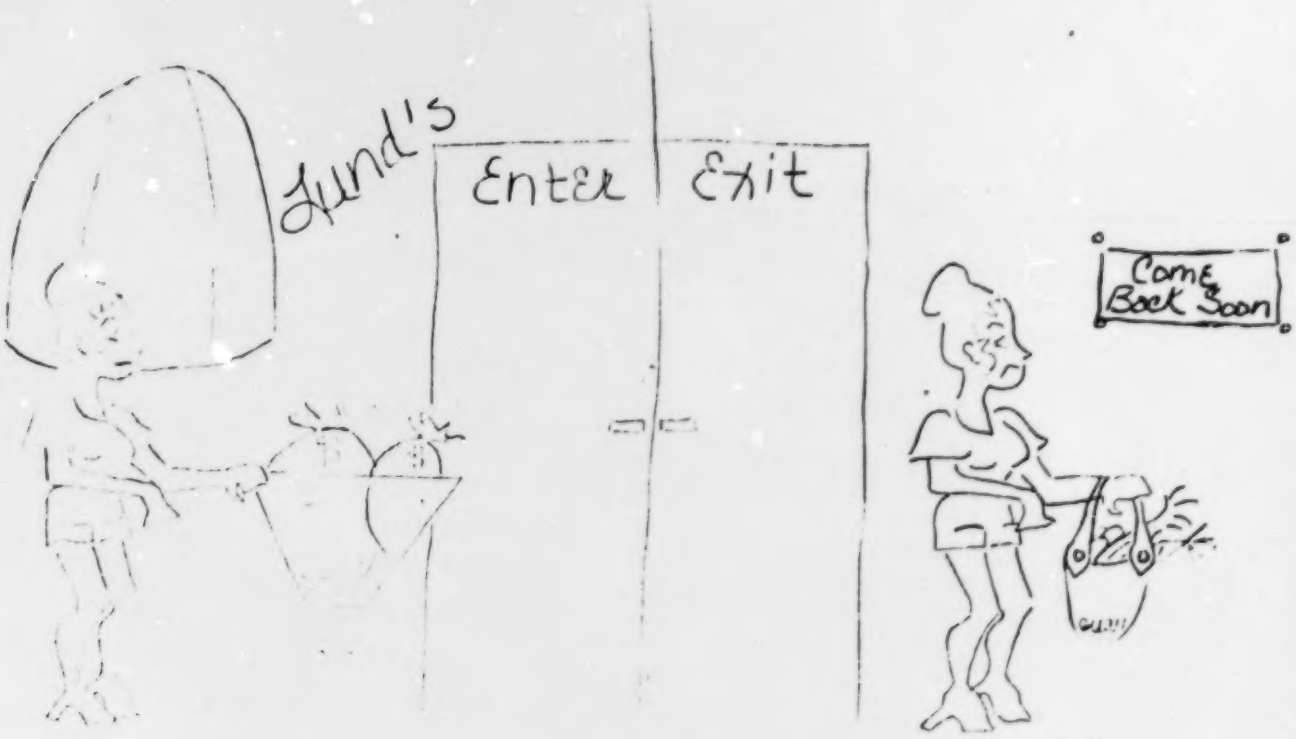
_____5. There is a relationship between wages and the number of teenagers employed.

_____6. Teenagers are worth less money to employers than adults.

_____7. A lower minimum wage for teenagers would cause many adults to loose their jobs.

_____8. The government should be involved in reducing teenage unemployment.

Economic Cartoons: Inflation



1. What is the cartoon trying to tell the reader?
   A. The lady is a poor shopper
   B. You should never bring cash to a supermarket
   C. You should use store coupons
   D. Food prices are very high

2. What is in the shopping cart?

3. Why did the cartoonist show a lady pushing a shopping cart <u>into</u> the store and the same lady walking <u>out</u> of the store carrying a purse?

4. The economic topic shown in this cartoon is:
   A. Inflation
   B. Unemployment
   C. Comparison shopping
   D. Poverty
   E. Energy crisis

Optional: Find current cartoons on the topic of inflation. Bring them to class for discussion.

Economic Cartoons: Introduction and Use of Symbols

Cartoons dealing with economic topics are found many places. Look at the cartoon section of a newspaper. Chances are good more than one comic strip will have an economic theme. Zero may need to borrow 20 dollars from Beatle Bailey. Dagwood may criticize Blondie for buying a new vacuum cleaner while he tries to hide a new set of golf clubs behind his back. Dennis the Menace may be telling a friend about the good old days when you could buy a package of gum for 20¢.

More opinionated and forceful economic cartoons are often found on the editorial page of newspapers. Cartoons on the editorial page may be used to poke fun at an idea, illustrate a common economic problem or to sway public opinion. Sometimes editorial cartoons are humorous. But unlike their counterparts in the "funny section" they have a serious point to make. A good editorial cartoon can make a point more quickly and often more forcefully than a long written statement.

Cartoonists, like other people, have different opinions on many social and economic issues. The economic cartoon represents the artist's opinions. Other cartoonists may disagree. Even when you don't agree with an economic cartoon's opinions, it can help you to understand the feelings and point of view of the other side.

Good cartoonists are highly skilled in using symbols to convey their meaning. Look at the following symbols and identify the meaning the cartoonist was trying to show.

Example:

United States, Uncle Sam

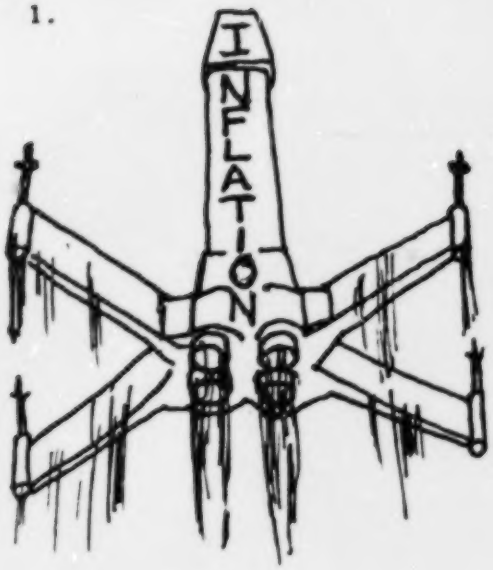
19

7.

8.

9.

1.



2.

3.

4.

5.

6.

The Circle Graph: Energy Production/Consumption

A circle graph shows how parts combine to make a whole. You can compare any part with every other part or with the whole. The circle represents 100%. The parts are percents of the whole. The parts must equal 100%.

The two circle graphs in this lesson will show you which countries produce the greatest quantities of energy resources and which countries consume the greatest quantities of energy resources. From the two circle graphs you will clearly see that the production and consumption of energy resources is concentrated in a few countries. You will see that energy resources are not equally distributed around the world. You will also find out that many areas of the world are very dependent upon other countries to provide them with energy resources (coal, petroleum and natural gas).

Information from the table "World Energy Production, 1977" was used to make the circle graph of the same name.

World Energy Production: 1977

Country	Percent
U.S.S.R.	20%
USA	22%
Developed Countries (Western Europe, Japan, Australia, N.Z., Canada)	13%
Communist Countries (Alb., Bulg., Czech., E. Germany, Hungary, Poland, Rom.)	13%
Developing Countries (Asia, Far East, So. America, Africa, Mideast*)	32%

*Petroleum from the Mideast and Venezuela account for most of this production

World Energy Production: 1977
(All Sources)

Source: United Nations, World Energy Supplies, 1977.

Making Your Own Circle Graph:

World Energy Consumption: 1977

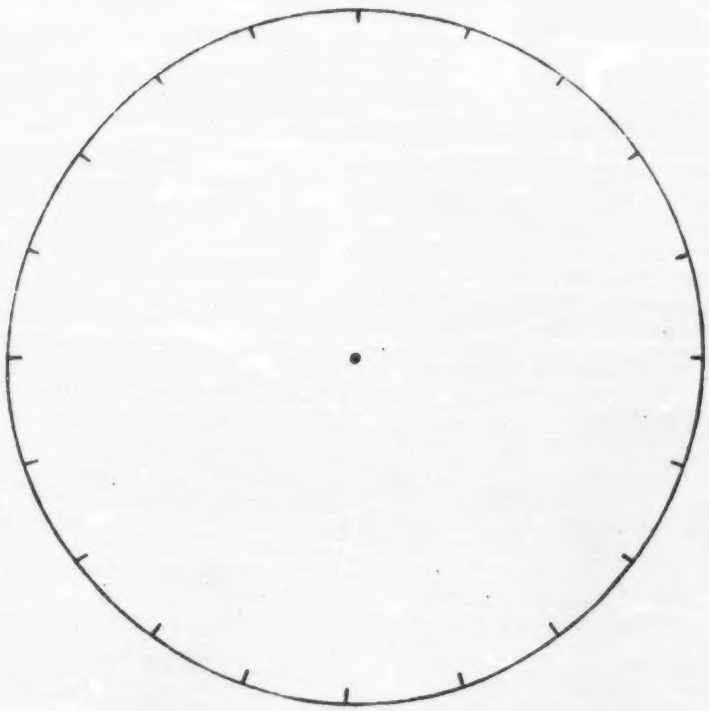
Country	Percent
U.S.S.R.	17
USA	30
Developed Countries	28
Communist Countries	15
Developing Countries	10

Source: United Nations, World Energy Supplies, 1977

_____ Put a title on the graph.

_____ Indicate the date and source.

_____ Label each section and include the percent. (Each mark represents 5% or 18°'s)



Understanding and comparing circle graphs: 24

1. Which areas produce more energy resources than they consume? _____

2. Which areas consume more energy resources than they produce? _____

3. Which area is most dependent upon energy resources from other areas?

_____

4. Which area has the most energy resources to send to other areas?

_____

5. A) The United States produces _____% of the world's energy resources.

   B) The United States consumes _____% of the world's energy resources.

   C) Does the United States need to import or export energy resources?

_____

Lesson 1

25

Encyclopedia, A General Reference Book: Industrial Revolution

Note: To complete this lesson you will have to visit a library or your school's Instructional Media Center (IMC).

The library contains a great deal of information on many topics. Most of the information is useless to you unless you know how to find it. Finding information in the library depends upon your ability to use reference books, such as an encyclopedia, a dictionary, an atlas and the Reader's Guide to Periodical Literature. In this lesson you will be asked to explore one kind of general reference book, the encyclopedia.

Encyclopedia contain a great deal of information relating to the study of economics. This lesson will ask you to use the encyclopedia to find information about people, events, places and ideas related to the economic topic of "capital formation".

Encyclopedia - An encyclopedia gives detailed information on important people, places and things.

I. A. Find a set of encyclopedias in the library. What is the name of the encyclopedia? _____ How many volumes (books) does the encyclopedia have? _____

B. Topics in the encyclopedia are in what order? _____

II. Look up the topic "Industrial Revolution" in the encyclopedia. Answer the following questions.

a) In what country did the Industrial Revolution begin? _____

b) In what century did the Industrial Revolution begin? _____

c) In what industry did the Industrial Revolution begin? _____

d) Name one individual important in the Industrial Revolution. _____

e) What was the Industrial Revolution? _____

_____

III. Look up George Stephenson in the encyclopedia. Answer the following questions.

a) What years did he live? _____ to _____

b) What country was he from? _____

c) For what invention and development was he important? _____

_____

d) Why were his contributions so important to the Industrial Revolution?

_____

_____

IV. The Industrial Revolution brought a great many changes in the way people lived. Some

of the changes are generally considered to be good--more goods and services, easier ways of production and more leisure time. Many bad things have also been associated with the Industrial Revolution. Among the worst aspects of the Industrial Revolution was the use of child labor. Look up Child Labor in the encyclopedia. Answer the following questions.

a) Describe two jobs performed by children during the Industrial Revolution that you feel are unfair or unsafe.

1)_____

_____

_____

2)_____

_____

_____

b) List two laws about child labor. Indicate the:
   1) Name of the law
   2) Year passed
   3) Country
   4) Why the law was passed

1)_____

_____

_____

2)_____

_____

_____

V. Look up "Factory System" or "Factory" in the encyclopedia. Answer the following questions.

1) Where and how were goods produced before the "Factory System" was developed?

_____

_____

2) What is meant by the term "Factory System"? _____

_____

_____

3) How does the concept "division of labor" relate to the factory system?

Optional:

4) How does the concept "assembly-line method" relate to the factory system?

Optional:

Reader's Guide to Periodical Literature

This lesson will ask you to go to the library and use the Reader's Guide to find current magazine articles on selected economic topics. As you complete this lesson you may be surprised to find out how many magazine articles are written every week about economic subjects.

Go to the library and obtain a recent issue of the Reader's Guide.

1) What date was the Reader's Guide published? _____

2) The Reader's Guide you are using includes indexing from _____ (day, month, year) to _____ (day, month, year).

Inflation, unemployment, energy supplies and tax cuts are four economic issues that are the subject of much economic writing. You are to use the Reader's Guide to look up at least one article on each of the topics. You will then use the information in the Reader's Guide to actually obtain the magazine in which the article appears. You will then have to answer some questions and summarize the article.

Topic I Inflation

1) Copy the information from the Reader's Guide about your article in the space provided.

_____

_____

2) After you have obtained the magazine turn to the article. On what page does the article begin? _____ Are there any pictures in the article? _____ If there are pictures, what do the pictures show?

_____

3) Are there any graphs, charts or tables in the article? _____ If there are, what information do the graphs, charts or tables give the reader?

_____

_____

4) Summarize the article. _____

_____

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_____

_____

_____

_____

5) List two important facts from the article.

a)_____

_____

b)_____

_____

Topic II Energy Supplies

1) Copy the information from the Reader's Guide about your article in the space provided

_____

_____

2) After you have obtained the magazine turn to the article. On what page does the article begin? _____ Are there any pictures in the article? _____ If there are pictures, what do the pictures show?

_____

3) Are there any graphs, charts or tables in the article? _____ If there are, what information do the graphs, charts or tables give the reader?

_____

_____

4) Summarize the article. _____

_____

_____

_____

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_____

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_____

_____

_____

5) List two important facts from the article.

a)_____

_____

b)_____

_____

Topic III Federal Tax Cuts

1) Copy the information from the Reader's Guide about your article in the space provided.

_____

_____

2) After you have obtained the magazine turn to the article. On what page does the article begin? _____ Are there any pictures in the article? _____ If there are pictures, what do the pictures show?

_____

3) Are there any graphs, charts or tables in the article? _____ If there are, what information do the graphs, charts or tables give the reader?

_____

_____

4) Summarize the article. _____

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_____

5) List two important facts from the article.

a)_____

_____

b)_____

_____

Topic IV Unemployment

1) Copy the information from the Reader's Guide about your article in the space provided

_____

_____

2) After you have obtained the magazine turn to the article. On what page does the article begin? _____ Are there any pictures in the article? _____ If there are pictures, what do the pictures show?

_____

3) Are there any graphs, charts or tables in the article? _____ If there are, what information do the graphs, charts or tables give the reader?

_____

_____

4) Summarize the article. _____

_____

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_____

_____

_____

5) List two important facts from the article.

a)_____

_____

b)_____

_____

APPENDIX B

Junior High School Test of Economics

✓ Test items that are not directly taught until after the test is administered at the end of Section One (fourteen weeks).

X Test items on which there was improvement after completing the skill lessons with economic content.

JUNIOR HIGH SCHOOL TEST OF ECONOMICS developed by The Center for Economic Education, University of Wisconsin at Milwaukee under the direction of Dr. Leon Schur in cooperation with the Joint Council on Economic Education in 1973 has been removed because it is copyrighted.